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ABSTRACT

The project guide for 4-H leaders and teenage club members in 4-H community development projects consists of two components, a set of leader materials and a Teen Notebook. The leader materials are presented in this document and provide one preparatory unit and four experiential units of instruction on aspects of working with young children in a day care center. Units discuss teamwork, developmental characteristics of children, learning through observation, disciplining young children, and ways of planning and working with young children. Each of the five units contains a lesson plan for the leader, leader resource materials and suggestions, and materials for the teenage participants to use in group meetings and in working with young children. Appended materials provide additional ideas and suggestions for youngsters who intend to continue the project after instruction ends, as well as a leader guide to small group instruction; materials on ways to develop alternative short-term child care activities that can be managed by teens with or without adult supervision; materials on the growth and development of children from 6 through 12 years of age; and a list of 4-H programs which might be helpful to teens in planning activities for young children. (RH)

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Acknowledgments

The idea for this Caring project was first conceived in the fall of 1978. At that time several agents reviewed the first draft of the materials and gave me suggestions and support that encouraged the continued development of the project Kermit Bossard, Margaret Wento, Georgina Gaetano, Bruce Smalley, Walter Halbauer, Mary Sienkiewicz, Ann Campos, Judith Stark, Richard McCaffery, and John Freebern are to be thanked for their initial support of the Caring concept. With their encouragement and support, additional materials were developed for further review. The above mentioned agents, along with a second set of agents, supported all efforts to get the second draft of the materials developed and reviewed. This second set of agents includes Lois Chaplin, Sally Jo Crosiar, Laurie Curtin, Mary Farley, Debra Jones, Marie Start, Judy Tengelin, Jackie Davis-Manigaulte, Joline Hemminger, and Jane Pease. Again, thank you all for your help, support, and suggestions on how to make these materials better and how to make the project work.

I also would like to thank Gerri Wilson and The Family Matters Project in Syracuse, Sue Halbert in Rochester, and Jackie Davis Manigaulte in New York City. These agents made themselves and their contacts available during the summer of 1980 to test the materials with a wide variety of young people, agencies, and volunteer leaders. I gratefully acknowledge and appreciate the feedback all these people have provided for revisions in the Caring program.

Introduction

This is a 4-H Community Development project. Through it, we hope to accomplish two things: to give teenagers the opportunity to be of service to other members of the community, and to give teenagers a stronger feeling of self-worth and a sense of accomplishment. This project is as appropriate for boys as it is for girls.

This series of activities for the teens (14 to 19 year olds) in your group is designed to expand their opportunities to be of service in their community in a responsible, meaningful manner. It also will give them the opportunity to learn new information about young children. It is hoped that teens will learn to interact with young children in a caring manner that will benefit the young children, their families, and the community at large as well as the teens. These materials are designed to take the 4-H program out of the small group setting and bring it into the community. These activities are designed to give club members the opportunity to learn to be skillful in working with young children and adults. In addition to acquiring the information needed to work with young children, teens will be given the opportunity to put skills already learned in other settings, like 4-H Clubs, to use. This opportunity to be of service to others can give teens a good sense of responsibility and a feeling of being a contributing member of the community.

Adult leaders do not need to be expert in child development to do this project. Sufficient background information is included in the leader's materials and in the resource materials found at the end of each activity. What is needed is an interest in helping teens think beyond themselves so that they can become involved with others in their community and, at the same time, serve their communities.

When doing this project, leaders should remember that, although teens will have had about twenty hours of training and some "on-the-job experience," until they gain confidence and have had the opportunity to work with young children, they will still need backup support. A good way to do this is for the leader to be at the work site with the teens and help teens to review or "process" their experiences after the work experience. "Staff" meetings also are helpful because teens share their experiences and consider what they have done and what they can do better.

REMEMBER, THE TRAINING ALONE DOES NOT MAKE THE TEEN AN EXPERT

General Outline

The Caring for Young Children materials include five units or lessons. The titles of the units are: Working As a Team, What Is a Child?, Learning Through Observation, Discipline, and Planning for and Working with Young Children. Each of the five units contains a lesson plan for the leader, leader resource materials and suggestions, and materials for the teens to use in the group meetings and in working with the young children.

The project can be done in four to six weeks including training the teens. Groups may shorten or lengthen the time they spend working on the project. Individual teens may elect and should be encouraged to continue working within a center or with a group of young children after the project has officially ended. The Appendix contains additional ideas and suggestions for youngsters who want to continue the project. This project should take place in an already established child care center with the teens volunteering to work after school or during the summer months. Head Start centers, day care centers, family day care homes, and public and private nursery schools are examples of established settings where teens can volunteer to work in.

How to Use This Guide

The Leaders Guide contains both the leader materials and the materials to be used by the teens. They are presented in two colors. The leader materials are white and the Teen Notebook materials are yellow. Each teenager in your group should get a notebook of his/her own. The materials are hole-punched and the teens should be encouraged to put their materials in a notebook to help keep them together. Leaders should also put their materials in a notebook.

Each of the five units should take between 2 and 2-1/2 hours of meeting time to complete. The teens should not begin working with young children until after completion of unit 1.

Each of the units contains a lesson plan for the leader to follow. The lesson plan gives the objectives to be accomplished, the materials that will be needed, a list of

things that the leader before starting the lesson with the teens, and preparations for the next meeting.

The Teen Notebook materials contain information about the topic being discussed, and the activities that the teens will be working on as a group with the leader. The Teen Notebook also contains space for teens to write their thoughts about the topic, make notes, and plan activities for the children. The Leader Resource/Suggestion Materials contain background information on the topic covered in the unit. There is a list of things for the leader to do in preparation for the next unit, lists of books that the leader may want to look over to get more information, and suggestions of people and places that leaders can use to give themselves and the teens more information on the topic. There is also a place for the leader to make notes.

The Appendix contains materials on how to develop alternative short-term child care programs that can be run by teens with or without adult supervision. Also included are materials on the growth and development of children six to twelve for use in projects that will use teens to work with older children.

There is also a section in the Appendix on page 92 that indicates current 4-H programs that might be helpful to teens in planning activities for young children.

It is expected that, from time to time, additional materials will be produced for use in the program. These materials will be added to the Appendix.

Use of Films

Most of the lessons have an activity that involves showing a film. All of these films are available from the Cornell University Film Library for a rental fee of between $5 and $15 (1982). The address of the film library is:

Audio-Visual Resource Center
8 Research Park
Cornell University
Ithaca, New York 14850

Be sure to order films far enough in advance to ensure having them when you need them. All the films are 16mm, so you will need a 16mm projector if you intend to use the films as part of your lessons.

For those non 4-H agencies using the materials, may I suggest that you contact your local 4-H agent who may be able to help you acquire the films.

Although the films are a good tool for helping teens to "see" a point, it is possible to do the training without showing the films. There are enough activities in each unit to amply cover the topic so that not seeing a film will not detract from the training.

Some Thoughts on Working with Teens

Parents, teachers, and others who work with teenagers often find themselves completely confused by the attitudes, behavior, and manner of these young people. But these people, respect teens and are concerned about the healthy growth and development of teenage boys and girls. They know that the extra effort it takes to work with teens usually results in a rewarding and satisfying experience.

The reminders that follow should make the time you spend with teens more rewarding.

First of all, teenagers, like all people, need to be treated with respect and understanding. These boys and girls are moving through the stage of development between childhood and adulthood. It often can be a difficult time for them. During adolescence, they have to deal with the physical changes of their bodies and the emotional and intellectual changes that will make them adults. Because each youngster grows physically and matures intellectually at a different rate, it is very important that we treat each one as an individual. This means that each boy and girl is expected to do only what he or she is capable of doing at any given time and not what we think the teens should be doing. We must never measure one youngster against another. We are all different and grow and learn differently. To tell one youngster that he/she should be performing like any other may put undue pressure on the teen.

During this project the teens will need support and direction from you to carry out their task and acquire new knowledge. At the same time, they will need opportunities to make decisions for themselves about how they are to carry out a particular project. Give them room to make these decisions and to try some things for themselves.

If you are open, sensitive, and responsive to teenagers, you will find that they will be cooperative, respectful, and enthusiastic about their work with you.

The reading ability of teenagers varies. Some are good readers and some are not so good. Because the materials in the teen notebook require some reading ability, always ask for a volunteer to read the material aloud. If no one volunteers, read the material yourself. Writing answers and other information in the teen notebook should be asked for, but not forced. This project should be fun for the youngsters who participate in it. Forcing them to read or write when they are not sure of their skills in these areas can make the project distasteful to them. As the leader, you can read the materials to them, and verbal discussions of the questions contained in the notebook are satisfactory. It should be noted, however, that the more the participants write in the notebook the more they are going to get from the project. Therefore, whenever possible, participants should be encouraged to record their comments and feelings.

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Unit I

Working As a Team

Preparation for Lesson I

1. Identify the teens you intend to work with. You should have ten to twenty youngsters (boys and girls) in the group. No group should contain more than twenty teens.
2. Identify the sites where your teens will be working (work sites): Head Start centers, day care centers, public and private nursery schools, and summer day camps are all good sites.
   a. Be sure to explain the project to the site director or head teacher and find out how many teens they can use at any given time, on any given day.
   b. Let the site director/head teacher know that the teens will be trained and supervised in working and planning for the children.
   c. Let the site director/head teacher know how long the project will last: four weeks, six weeks, etc.
   d. Find out how long the teens can work on any given day, one hour, two hours, etc. Each teen should work two hours or more per week. They don't all have to be in the work site at the same time. They can be rotated.
3. Locate the meeting place where you will be training the teens.
4. Set up a work schedule so that the work site staff will know when the teens will be coming. You will have to share this schedule with the teens at the end of their first meeting so they will know when and where they will be working.
   a. When you have the schedule developed you should put it on newsprint or heavy paper so that the teens can see it. Be sure they write their own schedule in the appropriate space in their Teen Notebooks.
5. Review Lesson Plan I, giving yourself enough time to gather the materials indicated in the materials section.
6. Be sure you have enough Teen Notebooks for each youngster in your group.
7. Make puzzle pieces for the Square Game on page 16A of the Leader Resource Materials.
8. Review introductory material on pages 1-7 of the Teen Notebook.

Unit I

Preparation Checklist

1. ___ Teen group identified.
2. ___ Work site located.
3. ___ Project explained to site director/head teacher.
4. ___ Teen schedule worked out with site director/head teacher.
5. ___ Teen schedule prepared for first session with teens.
6. ___ Reading materials for Unit I reviewed.
7. ___ Teen notebooks ordered.
8. ___ Work materials gathered.
9. ___ Film ordered.
10. ___ Materials that need to be prepared beforehand ready e.g., Square Game.
11. ___ Meeting place set up.

Lesson Plan I

Title: Working As a Team.

Objectives: To develop communication skills among the teens.

To emphasize the need for communication between the leader and the teens, and the teens and the young children.

To introduce the idea of group or team problem-solving as a way of working with young children.

To begin to plan (as a team) activities for use with young children.

To build a cooperative support group by having students share information.

Time: 2 to 2 1/2 hours

Materials: The Square Game puzzle pieces
Newsprint and magic markers, masking tape
Film: "Teacher, Lester Bit Me."

Activity I -- Part I

Introductions:

Members of the group should introduce themselves to one another. If you have a large group of teens (five or more) break it into smaller groups. Have each member of the group interview the person on the right to learn his/her name, age, and something that the person would like to share with the entire group. Be sure everyone is interviewed in each of the groups. When everyone has been interviewed by another person, each participant should introduce his or her partner to the entire group.

If you have a group of less than five, simply have them pair off and follow the same method listed above.

Activity I -- Part II

Health and Safety:

Remaining in these groups, read or have one of the participants read the introductory materials including the materials on Health and Safety on page 4 of the Teen Notebook. Teens may want to ask questions and discuss this section. Plans for how they will be

working can be discussed at this time, and their work-site schedules should be given out.

Activity II: The Square Game (See General Information for Background Materials.)

This material must be reviewed before you start the activity.

Directions:

Step 1
Divide the participants into groups of five members each. If you only have five members in your group you will be working with one group only.

Step 2
Begin by asking what "cooperative problem solving" means. List on the newsprint the answers given.

Explain to the groups that they will now participate in an experiment in cooperation. Describe the experiment as a game that requires cooperation if it is to be completed and have them read the first part of Activity II in the Teen Notebook, page 8.

Step 3
Read the following instructions and rules aloud so that everyone has an opportunity to ask questions.

Rules for the Square Game

1. Each person should have an envelope containing pieces for forming squares.

2. The task for the group is to form five squares of equal size.

3. The task is not completed until everyone in the group has a perfect square.

4. All squares are the same size.

5. There is to be no talking by group members.

6. No member may ask for a puzzle piece or in any way signal that he or she wants one.

7. Members may give puzzle pieces to others and receive pieces from another person, but they may not talk.

Step 4
After the group has completed the squares give the teens time to write the answers to questions listed below. They are in the Teen Notebook on pages 8 and 9. If you are working with two groups, the first group finished may begin answering the questions while waiting for the second group. These questions will be the basis for the discussion.

Discussion

When everyone has put the puzzles together and answered the questions, you should begin the discussion by asking the first question:

1. How did you feel when someone had a puzzle piece you needed and did not give it to you?

2. How did you feel if you finished quickly and realized that you would have to break up your square and give part of it away?

3. How did you feel if you were slow to work out your puzzle?

4. How did you feel when you saw the solution to someone else's puzzle and couldn't tell them how to fit the pieces together?

Summarize

1. What did you learn about cooperation by playing this game?

2. How do you think you can apply what you learned playing this game to working together on this project?

Activity III: Film viewing: "Teacher, Lester Bit Me" (running time 9 minutes). (This activity is introduced on page 10 of Teen Notebook.)

Directions:

Step 1

Tell the teens they are going to see an animated film showing the day in the life of a preschool teacher. The film depicts some of the things that can happen at a child care center. As they view the film they should imagine themselves at this center and think about how they would work with these children.

Step 2

Have the teens turn to pages 10 and 11 in their notebooks and review the questions with them. The questions are listed below. Each of these questions should be listed on a separate sheet of newsprint and each teen or group of teens should be given a sheet to work on.

1. List the activities that you see children doing at the preschool.

2. What kinds of equipment do you see displayed for use by the teacher?

3. How do the different children interact with the teacher?

4. How do the children behave with one another?

5. What kinds of problems does the teacher in the film have to deal with?

6. List any safety problems that you see in the classroom.

Step 3
Show the film.

Step 4
Give the teens time to write their answers in their notebooks. When they have finished, go over their answers with them as part of the group discussion.

Note: If your teens are working with older children you should let them know that, although older children might behave differently the techniques for working with them are similar.

Activity IV: Planning for Young Children

Directions:

Step 1
Divide the teens into groups of two or three. Read page 13 of the Teen Notebook.

Step 2
Give each group a half sheet of newsprint and magic marker. Tell them to list the kinds of activities that they think they can do with young children: games, nature study, art activities, etc. (4-Hers should be encouraged to use skills already learned in other 4-H activities.)

Step 3
Lists should be posted around the room. The entire group should go over the list and cross out repeats. The group should then discuss which activities they think are good for 3-, 4-, or 5-year-olds. (Those groups doing this project with older children 6 to 12 years of age should list activities that can be done with children in this age group. References about this group can be found in the Appendix on pages 77-91.)

Step 4
After this discussion, the teens working in pairs should actually plan an activity that can be done with young children. They should pick one activity and write down their plan in the Teen Notebook on page 13. After plans are complete, they should share them with the entire group. The group should roleplay children with the teens acting as leaders. Emphasis should be placed on the safety of the activity.

Summary and Conclusion:

The discussions on team building and planning for young children should indicate to the teens that working together as a team is a good way for them to learn about and help young children. The activity that they planned is one that they should be encouraged to try out in the work site. On page 15 of the Teen Notebook they should answer the following items about this session.

Note: This last section in the Teen Notebook is called the Journal Entry. On page of the Teen Notebook, the Journal is explained. You should review this page with the teens before you have them complete the Journal Entry.

1. What did you learn from this session about working together as a team?

2. List some of the activities you can do with children at the work site.

3. What are some of the things you would like to try with the children at the work site?

4. Other thoughts and ideas.

Before the meeting breaks up, indicate to the teens in your group that on page 17 of the Teen Notebook there is a form they should complete after they work at the work site.

For Next Time: Have teens bring a child's book or a child's toy to the next meeting.

Leader Resource Material

Lesson I

The Square Game Rationale

Reasons for doing this exercise are multiple:

It involves all the participants in a mutual experience of both giving and receiving help.

All participants have the resources--parts of the square-- to be of help to others. Even the most retiring, least gifted, or most self-effacing person knows he or she has something to offer that the others need. Otherwise, the goal of the group cannot be accomplished.

On the other hand, even the most skillful, successful, powerful, or wise participant must accept help from other players in order to succeed. This makes the state of needing help legitimate and universal.

Each participant has the experience of giving even when help has not been asked for. This is very relevant to being a good helper in a child care situation because children are often too young and inexperienced to ask for the help that they need.

The help the participant can give in both the Square Game exercise and in the work site is often what he or she perceives to be needed, even though it has not been asked for directly. This exercise puts the participant in the position of being the one who needs help as well as the one who gives help. This position increases the person's sensitivity to the position and feelings of the one he or she is helping.

Because the game can only be solved cooperatively--it cannot be done alone--it is a device to start a circular process of friendship and trust within the team, which is essential if the group is to work together.

It provides a common experience to which to refer in later situations. The leader might say:

1. "Did you feel stupid when you didn't have what it took to make a square in the squares exercise? Were you stupid? How can you offer a child help in such a way that he or she feels happy for your consideration instead of stupid for needing your help?"

2. "We're a team working together, trying to solve problems for children. If you need help, say so. It's hard to guess what help you need unless you share the problem. When you were playing the Square Game you could give help to any person. We can't see the part you need unless you share your goal and your problem. Remember how much satisfaction it gave you when you spotted someone who needed a part of a square you had to offer. It gives people the same sort of thrill to be able to share an idea that worked for them and that might work for you when you have a problem.

You're not expected to make a "square" (synonymous with "solving a problem") all by yourself. We have the whole group to help us."

A remark like the above can be readily understood and recognized as valid by participants who have shared the experience of doing the squares exercise together. In fact, this type of encouragement to share difficulties might even be suggested by a perceptive student instead of by the leader if the leader were to ask, "What did you learn from the squares exercise that might help make you feel better about sharing problems?" In sum, the exercise has these two specific goals:

To help the teens see that joint problem solving requires legitimate giving and receiving of help.

To help team members become more sensitive to how their behavior may help or hinder joint problem solving.

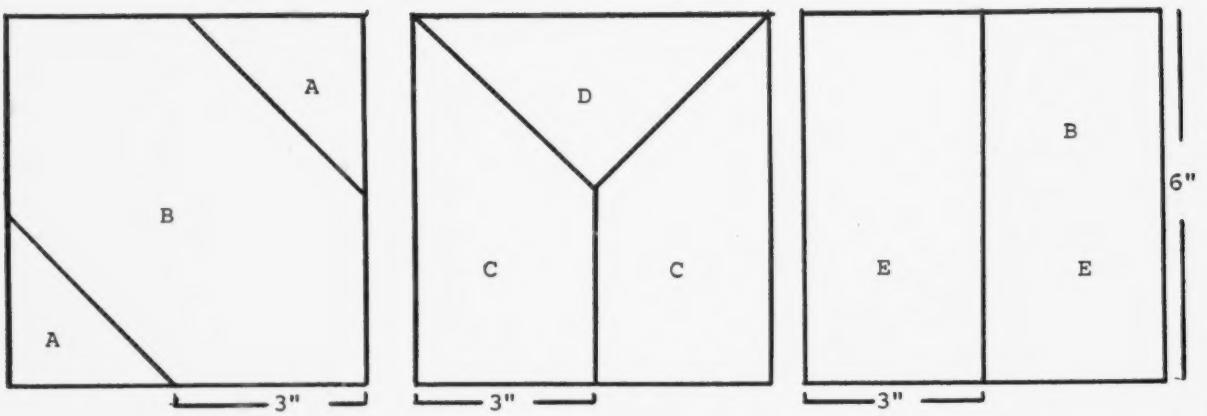
Rules of the Square Game

Each person should have an envelope containing pieces for forming squares (see page 16A). At the signal, the task of the group is to form five squares of equal size. The task is not complete until everyone in the group has a perfect square, and all the squares are the same size.

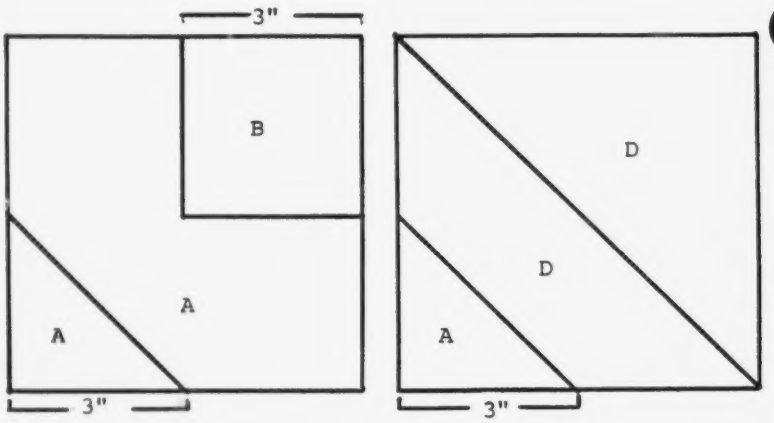
No member may speak. No member may ask for a square piece or signal in any way that he or she wants one. Participants may give pieces to others within their group.

There is to be no talking by group members. No member may ask for a puzzle piece or in any way signal that he or she wants one. Members may give puzzle pieces to others

and receive pieces from other persons, but they may not talk.



By using multiples of 3 inches, several combinations will form one or two squares. Only one combination will form five 6" x 6" squares.



Health and Safety

A clean and safe environment is a necessary background for providing a good experience with children. Throughout the Leaders Guide and the Teen Notebook mention will be made of the precautions that need to be taken to keep children safe in the "work site." Many of the activities contained in the units will have reminders and hints on how to keep children safe and avoid accidents.

As the teens learn more about how children grow and develop they will become aware of the fact that it is sometimes hard to know how best to keep children safe. They will learn that in order to keep children safe we have to consider how accidents can result from the interplay of stress in the caregiver, hazards in the environment, and needs created by a child's stage of development, as well as how to prevent such accidents. Teens will also have to understand that the safety of a child will depend on the child's age, temperament, and experience.

Young children often learn to explore their environment with their sense of touch and feel. They are very likely to put objects into their mouths to see how they taste, or touch things that are hot or sharp. Toddlers and preschoolers may eat the paste, glue, paint, or crayons at the same time that they are using them in an art activity. Climbing is an activity that children need to help strengthen their muscles, but there are shelves, ladders, chairs, and other objects that children should not climb on because they are not safe. As your teens learn to plan activities for young children, they should be reminded to consider the age and stage of development of the children they plan to work with and if the activity and equipment they plan to use is going to be safe for the children. Woodworking projects need to be carefully supervised as do cooking projects. Proper use of woodworking tools, such as saws, pliers, and screw drivers is important when working with young children. In cooking projects, special attention needs to be paid to the use of knives, forks, and other sharp cooking tools, and stoves must be properly used. If teens are going to be at the playground with children, they should be sure that

swings, slides, and other playground equipment are in good repair and that the children are using the equipment properly. When doing activities indoors, they need to be aware of sharp tools such as scissors, pencils, and the ends of paint brushes. Are toys in good repair so there are no sharp edges exposed or parts that might be swallowed accidentally if the child put it in his/her mouth? Are the paint, glue, crayons, and paste nontoxic so that children will not be harmed if they put them in their mouths? This especially applies to materials brought to the work site.

In addition, teens need to be told where toxic materials are stored, should be acquainted with fire drill procedures, and know where the first aid kit is located. It 's important that they know and understand that all accidents must be reported no matter how minor, and they should know what the reporting procedure is for their particular work site.

Listed below and on pages 6 - 7 of the Teen Notebook is an indoor and outdoor safety check list that you and your group can use when checking out work sites and play areas. Also included in the Teen Notebook on page 5 - 6 is an age chart. This chart indicates by age, the kinds of accidents children are most prone to and what we can do to prevent them.

Work Site Safety Checklist

Indoors

___ 1. Floors are smooth, clean, and have a nonskid surface.

___ 2. Medicines, cleaning agents, and tools are inaccessible to children.

___ 3. First-aid kit is present and adequately supplied. No medicines are unlocked.

___ 4. Children are never unattended.

___ 5. Lighting and electricity: brightness is okay, outlets are covered, no dangling or covered extension cords.

___ 6. Handwashing facilities: hot water temperature should not exceed 110° F (43° c), facility is easily accessible, soap and towels are adequate.

___ 7. Trash storage is covered. Sanitation adequate, especially in food service areas, near cots or mats, and dust traps.

___ 8. Exits are clearly marked and unobstructed. Easy access to emergency phone. Emergency contact information is current.

___ 9. No smoking in child care area.

___ 10. Toys and furnishings are in repair and free of pinch or crush points.

___ 11. Windows are securely screened and opening is limited to six inches.

___ 12. Fire extinguisher is charged. Staff knows how to use it.

___ 13. Toilets and sinks are age-appropriate size or adapted. Step stools are provided where appropriate.

Outdoors

___ 1. Free of litter, sharp objects (broken bottles), and holes.

___ 2. Play equipment is smooth, well-anchored and free of rust, splinters, or sharp corners. No exposed, uncapped screws or bolts.

___ 3. Slides have horizontal steps and good tread. Rim on slide to prevent falls.

___ 4. Fences on natural barriers prohibit access to hazardous areas and keep animals out.

___ 5. Playground surface is smooth (grass, bark chips, or rubber mats).

___ 6. Street traffic controlled.

Unit I

Leader Notes on Team Building

Things that went well:

Things that did not go too well:

The third session on Observing the World of the Child should, if possible, take place in a child care center. If it is possible to do this, teens will need to know in advance where to meet.

Other thoughts and ideas:

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*Exploring Childhood Program materials may be ordered directly from developer.

Unit II

Observing the World of the Child

Preparation for Lesson II - Observation

If at all possible, this session should take place in a child care center at a time when the center is not being used by little children. If the session takes place in the child care center, the teens will be able to observe a place where children play and learn as well as have the opportunity to look at and use the toys, games, and other materials used by young children.

You may want to do this lesson in two parts, because the activities in this unit require more time and explanation than the activities in some of the other units. If you are going to do all of the activities at the meeting place, you should do Activities I and II first and Activities III and IV at a later time. If you have a child care center available, do Activities I and IV at the child care center and II and III in the regular meeting place at another time.

If you cannot hold the session in a child care center be sure to bring to the meeting place children's toys, books, and games so that the teens will have the opportunity to work with them. Remember that at the end of the last session the teens were also told to bring books and toys to this meeting.

1. If the session is to be held in child care center, contact with the director or head teacher and make arrangements to use the center. Be sure to tell teens that they are to go to the center instead of their regular meeting place.
2. Gather materials:
   a. Children's toys (These may be borrowed from the child care center and teens may also be asked to bring toys and books of younger brothers and sisters from home.)
   b. Children's books (These may be obtained from the library. Ask the librarian to help with the selection. Be sure you get age-appropriate books, i.e., suitable for three-, four-, and five-year-olds. See items 2 and 3 in bibliography on page 37.)

   c. Paper for drawing or finger painting.

d. Finger paints, paints, crayons, and paint brushes.

e. Puzzles and table games.

f. Newsprint paper and magic markers.

3. Review pages 18-33 in the Teen Notebook.
4. Order the film "Rachel At Home."
5. Prepare newsprint with questions indicated in 3A of Activity I.
6. Prepare summary questions of Activity I on newsprint paper.
7. Prepare discussion questions for Activity III on newsprint paper.

Unit III

Preparation Checklist

1. ___ Child care center located and notified if session is to take place there.
2. ___ Children's toys and books gathered if session is not to take place in a child care center.
3. ___ Work materials gathered.
4. ___ Film ordered.
5. ___ Reading materials for Unit III reviewed.

Lesson Plan II

Title: Observing the World of the Child

Objectives: To learn to observe children so that we can watch their development.

To observe the places where children go to play and learn.

To learn that certain kinds of age, growth, and intellectual development are necessary for children to be able to perform certain tasks.

Materials: Children's toys: books, paper, fingerpaints, crayons, puzzles, etc. (If possible, this activity would do well in a preschool classroom when the children are not there. Club members should be allowed to use children's toys.) Film, "Rachel At Home," newsprint paper, magic markers.

Time: 2 to 2 1/2 hours.

Activity I: Designing Children's Spaces

Note: If your teens are working with older children (6 to 12), they should design an indoor or outdoor space for children that age.

Directions

This activity can take place in your regular meeting room, or in a child care facility that will not be used by young children while you are working with the teens. If the meeting is in your regular meeting room, follow steps 1 to 4. If the meeting is in the child care center, follow steps 1A to 4A.

Steps for meeting in regular meeting room

Step 1

Review with the group pages 19 - 20 in Teen Notebook on Observation.

Step 2

Divide the group into teams with two or three teens in each group.

Step 3

Have the entire group turn to page 21 in the Teen Notebook. Read the directions for doing the first part of the activity with them. Remind the teens that, before they begin the task, they will have to decide with their teammates the following questions: (These are on page 21 of the Teen Notebook Floor Plan Worksheet)

1. What are the ages of the children for whom the space is to be designed?

2. Number of children who will use the space.

3. Is the space indoors or out of doors?

4. Indicate on your plan where you will place furniture, equipment, or anything else you feel children will need to help them to learn, grow, and develop in the space you have designed.

5. Is the space you have designed for children safe? Consult the chart on pages 5 - 6 if you need help.

Step 4

When the teams have completed their designs, have each team explain to the entire group the following:

A. What age group their space is designed for.

B. Why they chose the equipment or furniture that they did.

C. Why they place the equipment or furniture in particular areas.

D. What safety measures they have taken.

E. What suggestions do other members from the entire group have to make as additions to this plan?

Steps for meeting in a child care Facility

Step 1A

Review with the group pages 19 - 20 in Teen Notebook on Observation.

Step 2A

Divide the group into teams with two or three teens in each group.

Step 3A

Have the entire group turn to page 23 of the Teen Notebook. Remind the teams that they may design an original space, or redesign the space in the child care center. If they are going to redesign the center they should take a seat in some part of the room and with their teammates make a floor plan of the room. Tell them that they may change the room in any way that they wish, rearranging the furniture or the equipment, or changing the age of the children who use the room. No matter what they plan they should follow the Floor Plan Worksheet in their notebooks on page 23 and answer the additional questions below. (These should be put on newsprint before the session.)

1. How have you changed the room?

2. What equipment or furniture have you added or taken out?

3. Why did you decide to do this?

4. If you changed the age of the children who are to use the room indicate the age of the children now using the room, and what you have added or taken away to meet the needs of the new group.

5. What safety features have you added?

Step 4A

When the teams have completed their designs, have each team explain to the entire group the following:

A. What age group their space is designed for.

B. Why they chose the equipment or furniture that they did.

C. Why they placed the equipment or furniture in particular areas.

D. What safety measures have been taken.

E. What suggestions do other members from the entire group have to make as additions to this plan?

Summary

After the floor plans have been completed, you should discuss the following questions with the entire group. Emphasis should be placed on helping teens to understand that observation is a way of learning more about children.

(a) What things did you leave out of your floor plan?

(b) Can you think why you might have omitted them?

(c) Why is it important that details be included?

Activity II: How To Do an Observation

Directions

Step I

This exercise may be done by teens individually or in teams, depending on the size of the group.

Step 2

Have the directions for this activity on page 24 read, being careful to go over the directions for how to point out facts, inferences, value judgments, and feelings on the sample observation sheet.

Step 3

Read, or have one of the teens read, the sample observation out loud. Then have the group indicate, in the margin, facts, inferences, value judgments and feelings.

Step 4

Process the sample observation indicating and discussing what is fact, inference, value judgment, and feeling (you should put the observation on newsprint so that everyone can see how you used the symbols for each item). Listed below is the observation correctly done.

Facts and Reactions

Two little boys are playing with the big blocks. Danny and Seth are 4 years old. The boys have decided to build a fort. Cindy who is 4½ comes over to where the boys are playing and asks if she can play too. Seth tells her, "NO!" in a very loud voice. Little children are so noisy. Cindy begins to cry because Seth yelled at her. Seth makes me sick the way he is always yelling at the other kids.

Cindy tells the teacher that the boys won't let her play. She is the biggest tattle tale in the whole group. Cindy asks the teacher to make the boys give her some of the big blocks. The teacher asks Danny and Seth if they would like to share the blocks with Cindy. Danny says that they need all the blocks for the fort. They will not give them to her because she is a girl. The teacher explains to Cindy that the boys want to play alone and that they need all the big blocks and wouldn't she like to play with the little blocks. I don't see why the teacher should make Cindy play with the little blocks. These kids should be made to share the toys. The teacher and Cindy start to play with the little blocks. When Seth and Danny

see the teacher playing with Cindy they ask if they can play too. Cindy says, "No. They cannot play with me and the teacher." Good for Cindy. That will teach those bad boys a lesson.

Activity III: Film Viewing: "Rachel at Home" (11 minutes)

Directions

Step 1

Depending on the size of the group divide the teens into teams of two or three. Have the entire group turn to page 26 in the teen notebook and read the information about the film that is to be viewed.

Step 2

Review the information on detached observation on page 19 of the Teen Notebook. Tell the teams that, as they view the film, they should list all of the things they see Rachel doing and saying. One member of the team can list the things she does, while the other lists the things that she says.

Step 3

When the entire group has finished viewing the film, have them, as teams, complete the observation. (Allow them 5 to 10 minutes to get their answers on the form.)

Step 4

Go over the form with the entire group. Using newsprint, list the items from question 1. Then have the group interpret what they have seen. It is okay if there are different interpretations of the same behavior. Have the group discuss what they think Rachel was feeling for this part. It is okay for there to be different interpretations of what Rachel was feeling.

From the discussion, the group should understand that when we observe children there will be more than one way in which to interpret the facts that we see. How we interpret these facts will depend on how we feel about children as well as the information that we have about little children and how they grow and develop.

Activity IV: Practice Observation

Directions

Step 1
The group should be divided into teams of two or three teens, depending on the size of the entire group.

Step 2
Read the materials in the Teen Notebook on page 28.

Step 3
Tell the teens that one is to observe, the other to "play." (If the activity takes place in a preschool setting, the teens should be encouraged to play in the room with the children's toys.) They may pretend to be young children or be themselves. The second group should be encouraged to observe the first group "playing." The observers should do detached observation at this session. They should select only one play to watch and, if possible, two people should watch the same person so that they can compare notes afterwards. After about 10 minutes, the groups should trade places with the second group "playing," while the first group observes. This group should "play" 10 minutes while the other group observes. If the session does not take place at a preschool setting, the two groups should use the toys provided by the leader and the ones they have brought in themselves.

Note: Discussion questions should be put on newsprint before the session.

Discussion:

For observers:

Share with the entire group the information you put on your observation form about how the person they observed played.

For players:

Share with others how it felt to play with children's toys. Write in your journals and share feelings and impressions of the activity with other club members.

If the session does not take place in a preschool classroom, the members should use the children's toys, games, and paints that they have brought to the meeting. The same method of observing and playing should be used.

Summary and Conclusions:

Use Journal Entry question #1 as the basis of discussion. Be sure to give teens a chance to write their answers before you begin the discussion.

For Next Time: Tell the teen to begin to observe, at the work site, a child/children interacting with other children or adults. They should observe for 5 to 10 minutes at a time, noting on the Observation Forms on pages 31-33 of the Teen Notebook:

1. How they play.
2. What they play with.
3. Who they play with.
4. What they talk about.
5. What words and phrases they use.

If possible, teens should bring photographs of themselves as infants, toddlers, or preschoolers to use in a collage. They should also bring magazines that have pictures of children.

Unit II

Leader Notes on Observing the World of the Child

Things that went well _____

Things that did not go well _____

Things to do with the teens at the next session _____

Other thoughts and ideas _____

Leader Resource Materials and Suggestions

Unit II

Observing the World of the Child

General Information on Observing

Observation is a valuable learning technique. It can be very useful in learning about and working with young children. Through close observation, teens can pick up clues about the personality, needs, resources, and growth and development of children. Although teens may find observation a valuable way of learning about children, leaders may have some difficulty teaching observation skills.

What follows is some information on how you can help the teens in your group become better observers of children.

While there are two basic ways in which observation can be done, only one will be used in this project although both types will be described. All the teens in this project should be trained to be detached observers. The two types of observations are detached observation and participant observation.

Detached observation is when the observer does not take part in the activities of a group of children (this means that the teen observer should not interact with the child or group of children he/she is observing in any way). A detached observer should concentrate fully on details: sounds, actions, and what is being said.

The second method of observation is participant observation. When you do participant observation you may be actually working with the group you are observing. The observer makes mental notes about what is going on and writes them down as soon after the activity is completed as possible. Because it is hard to remember and notice everything that is going on when you are involved in the activity, teens should only use detached observation. Participant observation is not mentioned in their materials.

How to Help with Potential Problems

Lack of Interest

Often, teens will prefer to play with the children and not be distant watchers. Therefore, the first time they observe children, they should work in teams of two, with one member of the team working with the children and the second observing. After about 10 or 15 minutes, they can switch places. One way to help teens begin to "see" everyday situations in a new way is to ask them to recall all the sights or sounds or smells they observe on the way home from school. The route is familiar to them and once they concentrate on noticing details, they will begin to discover features they never "saw" before.

Oversight or Forgetfullness

As participants in an activity, the teen may not remember some critical information after the activity is over. To guard against overlooking something important, teens might have another group member observe with them. When working on observation in this way, if one team member misses something it is likely to be picked up by the teammate.

Confusing Facts with Opinions

Teens must learn to separate observable facts from their own opinions or inferences--what they think happened from their value judgments and from their feelings about what happened.

1. Facts are what the observer actually sees or hears (actual details of the general situation, the behavior of the child).

   Example:

   Tommy is riding the tricycle and Sam is watching. (This is a fact; it something you can actually see.)

2. Inferences are the observer's ideas about how the child feels, or why they act the way they do.

Example:

Sam is tired of watching Tommy ride the tricycle and would like to ride himself.

(How do you know Sam is tired? What is there that tells he is tired?)

3. Value judgments are the observer's opinion about what he or she sees, or what he or she thinks "should" have happened (whether it is good or bad, right or wrong, positive or negative).

   Example:

   Sam always wants to do things he sees other children doing.

   (What evidence is there that Sam always wants to do things he sees other children doing?)

4. Feelings are the emotions the observer experiences as he or she observes.

   Example: I don't know why these kids like riding tricycles, it looks boring to me. (What is boring to you may not be boring to others, especially young children.)

Adapted from "Observing" in Teaching Evaluation Strategies, for teachers of Exploring Childhood Program, copyright, 1975, Education Development Center, Inc., Newton, MA.

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LEADERS GUIDE

Unit III

What Is a Child?

Unit III

What Is a Child?

Preparation for Lesson II

1. Review Lesson Plan III What Is a Child?, giving yourself enough time to gather materials indicated: newsprint, glue, magazines with pictures of children, drawing paper, scissors, cardboard, magic markers.
2. Read information in the Teen Notebook. Review information in Leader Resource Materials.
3. Prepare newsprint for Activity II, "Little Children Need Caregivers to ..." The newsprint should have the above title and list the information on page 41 of the Teen Notebook.

Unit III

Preparation Checklist

1. ___ Reading materials in Leaders Guide and Teen Notebook read.

2. ___ Work materials gathered.

3. ___ Newsprint activities prepared.

Lesson Plan III

Title: What Is a Child?

Objectives: To focus teenagers' attention on young children and their development
To give teenagers confidence in their ability to work with young children.

Time: 2 to 2 1/2 hours

Materials: Newsprint, glue or paste, magazines with photos of children, photos of teenagers when they were younger (optional), drawing paper, string, scissors, cardboard, magic markers.

Note: When using these materials to help teen focus on how to work more effectively with older children (6 to 12), the same basic format should be used. For example, when doing Activity I "What Is a Child Collage" pictures of "older" children should always be used.

For Activity II the purpose of the activity is to learn what older children need caregivers to help them do . . . i.e., cross the street safely, learn to swim, learn to play a particular sport, or how to build something.

The materials on children six to twelve in the Appendix should be helpful when adjusting the material to this age group.

Activity I: What Is a Child Collage

Directions

Step 1
With teens, read the information on pages 35-40 of Teen Notebook "What Is a Child?"

Step 2
Divide the teens into small groups. There should be no more than five people in each group, teens can also work in groups of two or three. Each group should be given magazines, glue, and scissors.

Step 3
Tell the teens to cut out pictures of young children and things that relate to younger children from the magazines. Tell them they should also cut out words that make them think of young children.

Step 4
They should paste or glue the pictures to the drawing paper along with the words or phrases that they think describe little children. They may include pictures of themselves in the collage.

Step 5
After they finish the collage the teens should turn to page 41 in their notebooks and answer the questions.
When their collages are completed, they should complete the phrase, Little Children Are ...

Discussion
After completing the collages and answering the questions, the members of the group should be asked to share with one another why they chose particular words, phrases, and pictures to describe little children. The leader might ask some of the teens to read what they wrote and explain why they wrote what they did.

Activity II: Little Children Need Caregivers to ....

Directions

For this exercise, emphasis should be put on physical skills rather than thought process skills.

Step 1
Read information on page 41 of Teen Notebook. Have them look at the list that has been started and tell them to add as many things as they can think of that children have to learn. The first three things on their list are listed below:

1. dress themselves;
2. tie their shoes;
3. climb up and down steps.

Step 2
After teens have completed their list, ask them to share with everyone some of the things they have written down. Add their suggestions on the newsprint paper.

Step 3
Divide the group into twos and threes and ask them to consider how they would instruct, help, or support a child who was trying to learn one of the skills listed. They should write the directions for teaching the skill and then try their directions out on a partner to see if their teammate can follow them. Space for writing directions is on page 43, Skill Directions.

Discussion
(The discussion questions are in the Teen Notebook, page 45).

After the teens have tried their directions out on one another, you should discuss the following questions together as a group. When you have finished the discussion, give the group time to answer questions in their notebooks.

1. Was it easy or hard to write the directions for the skill you picked?

2. Was it easy for your teammate to follow your directions?

3. Who are some of the people who help young children learn to do many things?

4. What does a young child need to learn to do certain things?

5. How can you help little children learn?

Activity III: Planning an Activity

Directions

Step 1
Using the teams from Activity II turn to page 37 - 40 in the Teen Notebook.

Step 2
Read and discuss the information about the development of preschool children on page 35 of the Teen Notebook.

Step 3
Have the teens plan an activity for a particular age group. They can work with one child or a group of children. They should use the Activity Sheet on page 47 of the Teen Notebook.

Summary: From these three activities, teens should be better able to formulate a definition or have a better understanding of what a child is and what they need from caregivers. They should also have a better idea about how to plan for children.

The Journal section on page 48 of the Teen Notebook should be used to summarize the session. Remember to give the teens time to answer the journal section questions before using the questions as the basis for discussion.

Note: You should review with teens the materials on Health and Safety on pages 17-19 of the Leaders Guide and pages 4-7 of the Teen Notebook, especially the chart that outlines the ages and possible causes of accidents to children. Teens must be encouraged to include Health and Safety measures in all the activities they do with young children.

Unit III

Leader Notes on What Is a Child?

Things that went well _____

_____

_____

_____

_____

_____

Things that did not go too well _____

_____

_____

_____

_____

_____

Things to do with the teens at the next session _____

_____

_____

_____

_____

_____

Other thoughts and ideas _____

_____

_____

_____

_____

Leader Resource Materials

What Is a Child?

Background Information:

The activities in this unit are designed to give the teens some basic information about young children. Among the important things that they should learn is that young children are growing and developing, and continually learning new things. In order for children to grow, develop, and learn in healthy ways they need help from caregivers. The caregiver's role is to encourage children to ask questions as well as to answer questions. In addition, activities that we do with them help them to develop physically and gain control of their bodies and develop motor skills. Little children need to be active. This means that they need to run, jump, hop, skip, and climb. In terms of learning how to do things and how the world works little children need a chance to be creative. They need to try out different ways of doing things, and to try some things on their own. Paints, crayons, and clay and finger paints allow them to be creative and use materials in different ways. Little children like to dress up and pretend. This allows them to try out other roles and get to know what being "grown-up" is all about.

The one thing that teens need to remember is that growth is an individual thing. Each child grows at his or her own rate. The job of the caregiver is to guide each child and help him or her to grow and develop at his/her own rate. Children grow continually and gradually. They will not and cannot be hurried. Therefore, any characteristics that are given as being typical of a certain age should be used by you and the teens as guides for that age and not as hard and fast rules. A child of three may have the motor control of a two-year-old, the emotional development of a four-year-old, and the social development of a five-year-old, and still be termed a perfectly normal three-year-old.

Remember: All children grow, but each child grows differently.

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LEADERS GUIDE

Unit IV

Preparation for

Discipline and Young Children

1. Gather materials
   a. Masking tape
   b. Newsprint paper and magic markers
2. Order and preview film "Broken Eggs"
3. Review materials on Discipline in Leader Resource Materials section pages 55-57.
4. Review materials on pages 50 to 61 in Teen Notebook
5. Review Lesson Plan
6. Prepare newsprint paper for Activities I and II in Lesson Plan

You should have read the leaders information on Discipline, page 55, and previewed the film before meeting with the teens. It would be helpful if you put the headings and questions on the newsprint for Activity I before the meeting and have them hung up when the teens arrive. The headings are (page 52 of Teen Notebook):

a. Kinds of Misbehavior in Children

   What are some of the things that children do that you or others might think of as misbehavior?

b. Reasons Why Children Misbehave

   Try to think of yourself as a three- or four-year-old. What are some of the reasons why you might misbehave?

c. Role of Caregivers in Helping Children Gain Self-Control

   What are some of the things you can do as a caregiver to help children learn self-control?

You might want to leave these lists up permanently and review them whenever questions about how to discipline occur. If it is not possible to leave them up, you should put them in a safe place so they can be used again.

d. List the four questions for viewing the film "Broken Eggs." There should be one question only on each sheet of newsprint paper.

7. For this Unit, you might want to invite the director of a child care center where your teens are working to come in and spend a few minutes talking with the teens about how she and the other caregivers use discipline at that particular center.

8. You might invite the parent of a young child to come in and talk about the kinds of behavior that their children display at home, and how they go about correcting misbehavior when it occurs.

Unit IV

Preparation Checklist

1. ___ Guest speaker arranged (if you plan to use one)
2. ___ Work materials gathered
3. ___ Film "Broken Eggs" ordered and previewed.
4. ___ Leader Materials reviewed
5. ___ Teen Materials reviewed
6. ___ Lesson Plan reviewed
7. ___ Newsprint for Activities I and III in Lesson Plan prepared

Unit IV

Discipline and Young Children

Lesson Plan IV

Title: Discipline

Objectives: To help teens deal with discipline by discussing what is meant by discipline when caring for children.
To give teens an understanding of why children may "misbehave."
To develop some techniques that teens can use in responding to inappropriate behavior in young children.

Time: 2 to 2 1/2 hours.

Materials: Teen Notebook, pages 50 - 61
Film - "Broken Eggs"
Masking tape
Newsprint and magic markers.

For those Leaders/Trainers using these materials with teens who are working with older children (6 to 12), I would suggest that you complete the discipline unit exactly as it is set up. After all the activities have been completed, or after each individual activity is completed, you might ask the teams how they would use the information about discipline that they have learned from the activity to work with older children. Again, the information in the Appendix on pages 76 to 91 would be the basis for this discussion.

Activity I:

Directions

For this activity you may work with the entire group or divide the group into teams to work on the three questions at the end of the exercise in the Teen Notebook on pages 52 - 53.

Step 1
Read pages 50-51 in the Teen Notebook.

Step 2
After reading, direct the entire group or the teams to the discussion questions. If you are working as one large group you should list the answers yourself on the newsprint.

If you are working in teams give one of the sheets of newsprint that you have already prepared to each of the teams so that they can list their answers. There should be three teams. One team for each question.

Step 3
When the entire group or the teams have completed their list you should compare the list, i.e., compare kinds of misbehavior with reasons for misbehavior, reasons for misbehavior with the role of caregivers in helping children. Be sure to point out where things that caregivers can do to help children learn self-control match the items on misbehavior or reasons for misbehavior.

Activity II: Film Viewing - "Broken Eggs" (Running time 10 minutes)

Directions

Step 1
The entire group should view this film together. Before viewing the film turn to page 54 of the Teen Notebook where the questions are listed. Tell the group that these questions tell them what they should look for. Go over the questions and discuss with the group what they should be looking for and observing in the film.

1. What do the children do that upsets the caregiver?
2. Why do you think the children did what they did?
3. Do you consider the children's behavior "bad?"
4. How would you have handled this situation if you were Cal?
5. What could have been done to avoid this situation?

Tell the group that this activity is going to give them a chance to practice their observation skills. In viewing the film, they will be looking for particular things and watching for particular behavior.

Put the newsprint with the questions up where the group can see it. Remember to go over each question to be sure the group members understand the questions and what they are required to look for before you show the film.

Step 2
Show the film

Step 3
After viewing the film discuss each question in turn. It is okay if all the reasons the teen gives for each question are not the same. What is important is that the teens observe the behavior and decide what is the best way is to handle it.

Activity III: Case Studies:

Directions

For this activity teens should be working in problem-solving teams of two or three solving the situations on pages 56 - 57 of the Teen Notebook. If you wish, after you have dicussed the three situations in the Teen Notebook you may also use the situations the teens have been collecting as part of their observations at the sites.

Directions

Step 1
Divide the group into three teams to work on the three case studies. One case study to each team.

Step 2
Have someone volunteer to read the case study aloud, or you may read it aloud yourself before the teams discuss how they would go about handling the situation.

Step 3
After teams have had time to discuss among themselves how they would have handled the case studies, bring the whole group back together. Have each team describe the situation, how team members would handle it, and why they would have handled the situation in the manner they describe.

Under each case study in the Leaders Guide are some points you might want to raise with the teens during this discussion.

Step 4
At this point, if any of the teens wish to share a situation they have worked out with the group they may do so. The group might comment on what they would have done if they had been in a similar situation.

*Case Studies:

1. Snack Time. It is snack time and the children are moving toward their seats. A little girl, Mary Lou gets to the table first. She reaches for the pitcher of milk saying "I'll pour the milk." Just as she tries to lift it up, she spills most of it all over the table. What do you do? Why?

Points: Decide whether or not this is misbehavior. Discuss how to help Mary Lou learn from this incident.

2. The Red Fire Engine. When 4-year-old Tommy came into the center one of the caregivers gave him a little red fire engine. As she gives it to him, she says: "Tommy, here is that fire engine you wanted to play with all week." At the end of the day you notice Tommy putting the fire engine in his coat pocket. Is he a thief? How would you handle the situation?

Points: Is this misbehavior? Can we label Tommy a thief? Children do not always understand things in the way adults do. Does Tommy see himself as a thief? What do you think he thinks the caregiver meant when she gave him the fire engine?

3. Blocks. Two boys are playing in the block corner. They are building a city with a tall tower. Sally comes over and asks if she can play too. The boys tell her "no girls allowed." She begins to cry and tells Debbie, a caregiver. Debbie tells the boys they are being naughty and must let Sally play or she will take the blocks away from them. Can you think of another way to handle this situation?

Points: Which of the children is misbehaving? How can labeling children (calling them "naughty" or "bad") have a negative effect on children? Do the caregivers in each case study respond well to the needs of the children?

Step 5
Have teens complete the journal entry on Discipline in the teen materials on page 58. After they have finished writing you should discuss new things they have learned about discipline, and some of the things they would like to try the next time.

For next time: Remind teens that they will need to bring in the two or three observations that they have been doing on a child/children at their work site. The Observation Forms are on pages 31 to 33 of the Teen Notebook. There are additional Observation Forms on pages 59 to 60 of the Teen Notebook. They might observe their child: playing alone, playing with a group, or working on a project. These observations will be used in Unit V "Planning for Young Children."

*The case studies in this section were adapted from Field Work Previews, Working With Young Children," Exploring Childhood, Education Development Center, Inc., 1973.

Unit IV

Leader Notes on Discipline

Things that went well _____

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Things that did not go too well _____

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Things to do with the teens at the next session _____

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Other thoughts and ideas _____

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Leader Resource Materials

Discipline and Young Children

General Information

In Unit IV you will be working with the teens in the area of discipline. It is very important that the teens understand the meaning of discipline if they are to develop into good caregivers. An important thing to remember in working with teens is that each of them has been disciplined or punished at some time, and many have firm ideas about discipline. Some feel that when children are "bad" they should be punished. This punishment may range from a "spanking" to "yelling" at a child. The idea that there may be reasons for children's misbehavior, and that caregivers need to understand and observe a child before labeling behavior, may be difficult for them at first. You may also find that teens have a tendency to call children "bad," "spoiled," "lazy," or "selfish." Your role will be to help them to understand that this kind of labeling is not good for children. First of all, young children often do not understand what we mean by "spoiled" or "selfish." Besides, these are all words that can convey a negative self-image, and our goal as caregivers is to make all children feel good about themselves.

What follows are some ideas about discipline that you can use while working with the teens to help them to understand what we mean by discipline, as well as the difference between discipline and punishment. In addition, on page 58 of the Resource Material there is a bibliography of books that you may find helpful.

In any place where young children are cared for they need to feel welcomed, respected and important. All caregivers need to work toward giving children the opportunity to develop positive images -- that is, to have a clear picture of themselves, who they are and what they can do. We also want to help children develop language skills -- to be able to talk clearly and listen well. And, we want to encourage them to be curious about the world they live in. Another goal is to help each child relate to authority and, through this, to become self-disciplined. When children begin to realize that they are persons separate from others, we say they have gained a sense of autonomy. Some children

grow to be four or five (or even older) and are still struggling to develop this important sense of autonomy. They want to be independent and grown-up, but they also want to be babies and to be taken care of like babies. They want to be able to decide things for themselves, but they are unsure of whether the decisions they make are the right ones. Sometimes they want to do the "right" thing, but the grown-ups they live with are too busy, too impatient, or too taken up with their own problems to give the careful, patient guidance children need if they are to grow into self-disciplined people. The child who is trying to assert his or her independence may find it difficult to live within limits. This child will have to be given a lot of support to be able to live according to grown-up rules and to understand why rules are made. It is necessary to help children feel that they are liked and will be given another chance even when they break the rules.

Caregivers coming in contact with children who have difficulty understanding the rules must reassure these children that the caregiver cares about them and will help them live according to the rules. Children need to know that caregivers care about them and will love them and help them even when they are behaving in an unacceptable way.

Of course, it's easy to say this and more difficult to believe it when you are faced with a child who is behaving in a way that seems just plain disagreeable. Some of the kinds of difficult behavior caregivers have to cope with in children are:

biting	swearing	defiance (refusing to do as told)
fighting	noisiness	messiness
extreme shyness	extreme restlessness	fearfulness

Punishment:

You may feel the need to talk about punishment in any discussion of discipline. This is a subject about which there is a great amount of disagreement. Parents, teachers, psychologists - almost everyone who works with young children -- usually have their own opinions about how, when, or where to punish. In this particular program, striking young children to punish or achieve discipline definitely should be discouraged. In addition, any procedure that shames or humiliates a child runs contrary to developing a positive self-concept and also should be discouraged. One of the most important lessons educators have learned about the field of early childhood education and child development is that more than one person can work well with a group of young children. The problems that come up and the intense need of all little children for individual attention can be dealt with properly only if caregivers have the right attitude and skill and care about young children. When little children are treated with respect and kindness, they then feel that the world is a friendly, exciting, and interesting place.

Adapted from Working with Young Children by Jennifer Birckmayer. A Guide to Discipline by Jeannette Galombas Stone.

Bibliography

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2. Effective Discipline: Guidelines for Parents by Smith, Charles A., Cooperative Extension Service, Kansas State University

3. A Guide to Discipline by Stone, Jeannette Galambos, National Association of Young Children, 1834 Connecticut Avenue, Northwest, Washington, D.C. 20009, 1969.

4. "What About Discipline," Exploring Childhood Program, Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160.

5. "Fear, Anger and Dependence," Exploring Childhood Program, Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160.

LEADER'S GUIDE

Unit V

Preparation for Lesson V

Planning for Young Children

1. Gather work materials

   Books

   Toys & Games

   Usable junk

2. Prepare newsprint for Activities I and II, Part II.

   a. Prepare two newsprint sheets for Activity I. Two enlargements of the Activity Sheet on page 70-71 of the Teen Notebook.

   b. Prepare newsprint for Activity II, Part II: the guide questions in Step 2 should be on newsprint.

3. Order and preview film "Half A Year Apart"

4. Gather usable junk

5. Review Leader Resource Materials section

6. Review Teen Notebooks, pages 63-73, and Lesson Plan for Unit

Preparation Checklist

1. ___ Work materials gathered

2. ___ Newsprint prepared

3. ___ Film ordered and previewed

4. ___ Materials reviewed

Unit V

Lesson Plan V

Title: Planning for Young Children

Objectives: To understand that growth and development in young children is continuing change.

To show teens that understanding how children grow and develop can help them work more effectively with children.

To help teens to use the information they have about how children grow and develop to plan activities that help and support growth and development.

Time: 2 to 2 1/2 hours

Materials:
Newsprint paper
Magic markers
Film: "Half a Year Apart"
Books for three-, four-, and five-year-olds
Toys and games suitable for three- to five-year-olds
Usable junk: paper cups, plates, cereal boxes, bits of cloth, string, paste, scissors, etc.

Activity I: Film Viewing: "Half a Year Apart" (Running time 12 minutes)

Directions

Step 1
Divide the group into two smaller groups (read page 63)

Step 2

Have the two groups turn to page 64 in the Teen Notebook. Review the information about the film with them.

Step 3
Assign one group to watch the little girl, Rachel, and the other group to watch the little boy, Josh.

Step 4
Show the film

Step 5
Give the teens time to complete their Observation Form on pages 64 - 65.

Step 6
Using the Observation Form you have enlarged on newsprint paper, complete one for Rachel and one for Josh. The teens should provide the information that goes on the form from their own forms.

Step 7
Compare the two Observation Forms and ask the following questions:

1. What similarities were there in the way the children played?

2. What differences were there in the way the children played?

3. How would you account for these differences and similarities in play?

Activity II: Part I

Observing and Planning for Children

Note: In order to do this activity the teens will use to have the observation forms that they have completed for a child that they have been observing at their work site. If more than one teen has observed the same child, they might be teamed together for this activity. Where this has not occurred, teens will work singly.

Step 1
Read the directions on page 68 of the Teen Notebook

Step 2
The teens should compile all the information that they have gathered about the child that they have been observing on the observation form on page 66 & 67 of the Teen Notebook.

Step 3
When all the teams have completed their Observation Forms have them discuss their forms with the entire group. Teens from the larger group should be encouraged to add information to a description if they also know the child.

Activity II Part II

Step 1
Have the teens turn to page 68 of the Teen Notebook and review the material with them. They should develop an activity to do with the child they have described on their Observation Forms. They should use the Activity Sheet on page 70 in the Teen Notebook.

Step 2
Teams should discuss with the large group the following questions. The questions listed below should be put on newsprint before the workshop begins.

1. Why did you select this particular activity to do with this child?

2. Is there any kind of learning or growth that you are trying to help the child with?

3. In what way will this activity support growth and learning?

Summary and Conclusion:

Teens should be given a chance to make their journal entries on page 72 of the Teen Notebook. When they have completed their entries, the questions should be used as the basis for discussion. The teens at the end of this workshop should feel more comfortable working with young children, have a good understanding of what activities work best with a particular age group, and what they can do as caregivers to support the growth, development, and learning of young children. The questions from the Journal Entry section of the Teen Notebook are listed below.

1. What information about child growth and development have you learned in this workshop?

2. How does the growth and development of a child affect the activities that he or she is able to do?

3. What do you need to remember about children when you are planning for them?

4. What are your personal feelings about working with little children?

Unit V

Leader Notes on Planning for Young Children

Things that went well _____

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Things that did not go too well _____

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Other thoughts and ideas _____

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Unit V

Planning for Young Children

Leader Resource Materials

In this final formal training session you and the teens will be working on refining their skills in planning for young children. In their workshop materials, there are more detailed guidelines on what can be expected of preschool children at different ages as they grow and develop in terms of the games they can play, how they relate to other children, and the daily activities they are engaged in such as eating, sleeping, and dressing. As you go through these materials and the activities with the teens, it is important to continually remind them that the stages of development for children should be looked upon only as guidelines and not as set rules.

After this session, you should meet with the teens at least once or twice a week. This will give them the opportunity to discuss with you and one another things that are happening at the work site. It will also give them the chance to plan activities for their next session at the work site. It should be understood and expected that when the teens "get out on their own," things will not always go smoothly. Remember, they are still novices at caring for children and will continue to need an opportunity to talk about what they are doing with children, what they should be doing, and will need tips on getting things to run smoothly.

In addition, they should be working under adult supervision. The adult should be familiar with the training they have had, and be able to give on-the-spot guidance and the necessary follow-up when things go well, as well as when things do not go well.

If you find the teens having problems in a particular area, such as discipline, you might want to review materials related to that area with them. Showing a film again may give new insight into an issue. Discussion of how someone handled a similar situation also would be helpful.

A good thing for leaders to impress upon teens is that the more planning they do for children the less likely they are to run into problems.

Bibliography

1. "Fun to Grow On," published by the Cooperative Extension Services of the Northeastern States. Available from Mailing Room, Research Park, Cornell University, Ithaca, New York 14853.

2. "Understanding Children Through Play," published by the Cooperative Extension Services of the Northeastern States. Available from Mailing Room, Research Park, Cornell University, Ithaca, New York 14853.

3. "Doing Things" (booklet), Exploring Childhood Program, Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160.

4. "Child Play" (booklet and teacher's Guide), Exploring Childhood Program, Education Development Center, 55 Chapel Street, Newton, Massachusetts 02160.

5. Sticks and Stones and Ice Cream Cones by Fiarotta, Phyllis, Workman Publishing Co., 231 East 51st Street, New York, New York 10022.

6. Snips and Snails and Walnut Whales Nature Crafts for Children by Fiarotta, Phyllis, Workman Publishing Co., 231 East 51st Street, New York, New York 10022.

7. Come Out and Play by Birckmayer, Jennifer, Cooperative Extension, N.Y.S. Research Park, Cornell University, Ithaca, New York 14853.

APPENDIX

Working in Small Groups

Many of the activities in the leaders guide suggest working with teens in small groups (usually five teens to each group). What follows is the rationale for working in small groups and some suggestions on how to get the teens in your group to work effectively this way if they have never done it before. While ten to twenty teens is the ideal size for training purposes, it is possible to use the materials with three or four young people. It should be realized, however, that when small groups are used, some of the activities will not be possible or will have to be modified since they are based on having five youngsters in the total group.

*Why Small Groups?

-A greater chance to express and develop your own views, because the group is small enough to give everyone a chance to speak.

-A way to develop interpersonal relationships. In a small group, you can develop your ability to listen to others, to see things from their points of view, to draw out their ideas, to clarify others' statements, and to ask for others' reactions to something you have done or felt. With fewer people, it is less likely that one or two people will dominate the discussion, particularly if everyone in the group tries to be sensitive to the abilities and needs of others.

-A chance to discover that many problems can be resolved by working with others, and a chance to develop your ability to work with others. With other participants of the group, you can brainstorm ideas, test out ideas, organize data to support a position, and understand why positions may differ. Small groups encourage cooperation and are an efficient way to solve problems or get work done. For example, talking about one participant's experience in a particular situation with young children may raise questions, insights and ideas that may be helpful to others.

-A chance to reflect on how and what you are learning. Working with others often tells you about your own ways of learning; it gives you a chance to compare your way of approaching a question, or analyzing an experience with other participants' ways. You may find that another student's way of thinking about a question or experience is something you can use another time.

-A chance for the leader to take a different role. In the smaller human space of a group, a leader can interact more easily with individual group members, probing for understandings, conceptions, and attitudes. Because the leader is no longer the center of attention, a main actor in the discussion, he or she has an opportunity to listen to more students' thoughts and feelings.

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* Adapted from "Learning in Small Groups: Some Guidelines for Teachers and Students," by Nona P. Lyons. In From Many Perspectives, workshops for teachers of EXPLORING HUMAN NATURE. Copyright 1974 Education Development Center, Inc.

When to Have Small Groups

-When participants would benefit from working cooperatively on a common interest, such as a problem posed in the larger group setting or a situation that arises outside of the group, ie, at home in the workplace, etc.

-When you want participants with different backgrounds or experiences to share their views with each other, such as reactions to different child rearing practices.

Steps

-Both the leader and the participants should know the purpose of the small group work, the amount of time they have, and what use will be made of the finished products or reports. Tell them they can ask for help and that you will be "dropping in" from time to time.

-Think about the meeting room setup ahead of time. If possible, arrange circles of chairs. Think about noise level: If there is enough space between groups and if participants are sitting close to one another, no one will have to raise his or her voice above a normal tone. Depending on the type of activity -- brainstorming, role playing, simulations, or case studies -- provide the proper equipment.

-Form the groups, either by numbering off (1,2,3,4, with the 1's in one group, etc.), or by assigning participants who are near each other to form a group, or by assigning a topic or task for each group and having participants join the group of their preference.

-Group size should be between five and six people, so that everyone gets a chance to participate. If your group is one that will be meeting over a period of time, it might be a good idea to move people around so they get to know and work with other members of the larger group.

-Although you should be available to give help, and may want to listen in on each group's discussion for awhile, sometimes you might do something else -- indicating that you have confidence in the participants' ability to work alone.

-Help with transitions: Remind participants near the end of the session how much time they have left and what they are supposed to be accomplishing.

-Have small groups report to the whole group and encourage discussion and questions. There are several possible techniques of reporting:

> Reports can be written on newsprint and posted. The groups can then circulate to read reports and add their comments. Or reports can be duplicated, then circulated.
>
> If all groups are working on the same topic, each group might report one or two of their best ideas. Write these ideas where everyone can see them, so that the whole group can see how many groups had similar ideas. If there are conflicting reports, participants might have a whole group discussion in which representatives report on and defend their group's position.

-Each group can prepare a "product" if appropriate: collage, photographs, film or filmstrip, skit or play, exhibit or chart, newspaper or small booklet, role play, oral report, etc. An exhibit might become a major project in which each group has its own station with materials to show. If a product is produced, it should be used or shared as soon as possible.

How to Deal with Potential Problems

Lack of Experience

If participants are unfamiliar with small group work and have trouble being productive, the "fishbowl technique" can be useful. Have a few articulate teens join in a small-group discussion with you while the larger group observes. (If possible, have the "audience" form a circle around the discussion group.) Actively guide the discussion. After you have gone through a work session, ask the observers to reflect and comment on what the group accomplished.

Space and Noise

Finding space for small groups and keeping the noise level down are two logistical problems that may arise. Use the four corners of the room, a hall, or even a supply closet.

Lack of Control

Some leaders feel that they have no control over small groups. Keep in mind that the basic source of control comes from being interested in what you are doing, from having some choice about what you do, and from knowing that others share your interest or concern. If the goal and time limit of the small-group work are clear, control problems tend to be minimized.

Losing Focus

"Getting off the subject" can be a problem, but remember that it can lead to important insights, too. Experienced leaders have often learned to judge when and how long to allow the topic to wander "purposefully." By touching base with each group you can help participants keep on -- or get back to -- the track.

Domination

If a few participants are dominating the discussion, you can help shift the focus by "dropping in" on the discussion and redirecting questions to other members of the group. You might also assign the roles of leader or recorder to participants who tend to be quiet or withdrawn.

Leader's Role

Problems might also arise if you have not defined your role clearly. Students should know if you plan to observe, to do other things, or to join in the conversation at some point, etc.

While small groups are in discussion, you could visit each group long enough to do the following:*

-identify and reflect the feelings of at least one member of the group.

-give praise to at least one member of the group.

-accept at least one group member's idea and suggest an extension of it.

-where appropriate, help one or more group members fulfill assigned tasks.

*Suggestions come from Interpersonal Skills Training for Teachers, On. Aspy, F.N. Roebuck, M.A. Wilson, O.B. Adams, National Consortium for Humanizing Education (Monroe, Louisiana: Northeast Louisiana University, 1974.

Reports

Be sure participants understand the reporting procedure and know how the reports will be used.

Leaders

-Have a use for the reports. For example, have participants discuss reports, making comparisons if appropriate, or have them test conclusions stated in the reports by making observations or conducting experiments. Or take notes while listening to the reports and use them as the basis for a summary, further task, or question.

In the discussions, you may find out that their opinions or ideas differ from yours. That's okay. Their ideas should be received with respect. They should be allowed to express these opinions and test their ideas in constructive ways. Remember they are at the stage of development where they need to be encouraged to express their thoughts and opinions. With your help, they will be able to do this in meaningful ways.

"Processing" or Group Discussion

Discussion is one of the techniques most used in the Caring material. While it is very easy to indicate that discussion should take place in the various exercises it is often difficult to get a discussion going. The reason for this is that very often teens will simply respond to a question asked in a one-to-one way with the leader. This tends to be limiting and does not allow for a free flow of ideas from other members of the group.

A true group discussion, as opposed to a one-to-one exchange, occurs when a group of people share experiences, debate ideas and theories, discuss personal memories, and work together on common problems. The conversation engages many members of the group who add to one another's comments, contribute a variety of viewpoints, and act as resources for one another.

It should be emphasized that even after the formal training sessions are over, opportunities should be made for the teens to meet in sessions to "process" and review things that have happened to them on the work site. It is vital that leaders understand that, after five sessions, teens will not be experts in child care. They will have a lot of knowledge that they can use, but only through actual experiences will they become proficient child care providers.

Why Discuss or Process?

Specifically, discussion/process helps to:

- -share personal memories and information about work with children.
- -learn from one another (for example, one teen may have discovered a way to deal with a specific problem, such as helping a left-handed child use scissors).
- -vent feelings, test ideas, raise questions that concern you.

When To Discuss or Process

Discussions and processing of information should happen all the time, but they may not necessarily address a particular need you may have. Following are some examples of times when discussing and processing information may be particularly valuable.

Teens

-When teens have gone through a puzzling or upsetting encounter at the work site and want to hear how others view it. For example, if they aren't sure they did the "right" thing, they may want to know how others might have handled the situation. Or, if they are bewildered by a child's behavior, they may want to know how others "see" that child.

-If the teen has decided on a particular way to remedy a situation, such as a child cheating in games with other children, they may want to try out their idea on teens in the group. It is often helpful to hear what the group as a whole considers the best possible action in a specific situation.

Leaders

-When you want teens to toss around ideas and opinions on issues that have no one right answer, such as why children pick on each other, or when you want them to explore the best way to develop an activity to be used with children.

Steps

Plan Ahead

-Determine the goal of the discussion or why processing is necessary and make sure this is clear to the teens.

-Arrange the room in a circle or a horseshoe so teens can easily talk face-to-face.

-Try a "trigger" device to start students talking: a film, the questions in the activities. You might ask teens to write responses to a particular question or stimulus (film, etc.) in their journals and then open up the discussion. This gives them time to collect their thoughts and plan what to say. In most instances questions are listed for you as discussion starters.

Keep the Conversation Flowing

-If teens direct their comments or questions to you, direct them to other teens. Ask "Do you agree?" "What's your reaction to that?" To get participants talking to each other and not simply to you, it is important that you not be cast in the role of leader. You should keep things moving, clarify, summarize, facilitate. Other strategies to keep in mind:

Look at other teens in the group, not just the speaker -- this gesture signals that other listeners besides yourself are included in the conversation.

Wait for others to respond, even when it seems to take a long time.

Participate sometimes in student activities, not as a leader, but as another learner: keep your own journal, for example, and share your own responses and feelings. (Be careful not to dominate or make teens feel that your opinions are the only ones that count, or the conversation may freeze.)

-Avoid filling in when there is silence. Intervene only when you think it is absolutely necessary to:

Clarify or request clarification. You can train teens to do this, too. "Did you understand that? Well, ask Jim to explain it then.

Point out alternatives that the group has not yet considered.

Add your own ideas.

Summarize the information (or ask a teen to summarize).

Suggest (or ask a teen to suggest) ways of using the information.

Point out inconsistencies and contradictions in views expressed that the group may not be aware of, but do it with sensitivity and good timing and do not stop the flow with a petty point of information.

-Keep track of how the discussion is going. Encourage teens to stay aware of the task at hand, to take responsibility for moving things along, to support or disagree with points made by other teens, and to elicit comments from "quiet" teens.

-Beware of giving "double messages." Sometimes leaders say one thing, but communicate another. For instance, a leader may say that teens should respond directly to each other; but by his or her stance and eye movements the leader may in fact be communicating the expectation that teens channel their responses through him or her.

How to Deal with Potential Problems

Lack of Participation

Teens might be reluctant to talk or lack the skills of participating in an open discussion.

Discussion and processing will take practice on the part of the teens and patience on the part of the leader.

Following the steps outlined above -- helping teens to learn the skills of building on a previous statement, summarizing, clarifying, giving feedback on the discussion process -- can help. Sometimes teens are bored or feel they have nothing worthwhile to contribute. You may be able to engage these teens by asking them if they agree or disagree with what another student has said or if they have any questions about the topic being discussed.

Several Groups Talking

Small groups of teens may start debating a particular aspect of the discussion among themselves; if this happens, ask them to share their comments with the class. Sometimes teens talk among themselves because they can't hear what people are saying in other parts of the room. Seating arrangements can help avoid this problem.

Ganging Up

Sometimes a member of a group may say something that others in the group disagree with violently. In this situation your role would be to indicate that the person has a right to his or her opinion just as members of the group have the right to disagree. You might intervene and try to support something that the person has said and redirect the discussion, or you might encourage another teen who shared the same experience to add to the discussion.

Saying What the Leader Wants to Hear

Arranging seating so teens aren't all focused on the leader -- and refraining from commenting on each contribution -- can help the group to see there is neither a reward for saying what "the leader wants to hear" nor punishment for being forthright. It may take teens a while to believe that you really want them to speak openly about what concerns them, since they may be accumstomed to group discussions in which the teacher or leader looks for a particular "right" answer.

How to Learn from Discussing and Processing

Teens

-Help teens to summarize the important points of the discussion for themselves instead of relying on you to do it for them.

-Sharing their views in the discussion process.

Leaders

-Take some action on issues raised in the discussion, such as planning a work site activity or investigating the topic further through research in the community.

-Refer teens to other materials that may inform and expand upon the topics of the discussion.

-When students are discussing the selfishness that bothers them in young children, you might mention how a concept like egocentrism could help explain the children's behavior.

Adapted from "Teaching and Evaluating Strategies," Exploring Childhood, Education Development Center, 55 Chapel Street, pages 26 - 32.

Age Profiles of Children Six to Twelve

The materials that follow are intended for use by adult leaders working with and training teens who are working with young children between the ages of six and twelve. To best use the materials, the leader should become familiar with the different stages of development outlined in the materials and translate the information to the teens so that they can work with the children in their groups effectively. You might also consider duplicating the materials and giving them directly to the teens to apply to their work as materials for younger children are used.

Although it is a relatively easy task to inform and teach teens the ages and stages of babies and young children up to four or five, it is more difficult for teens to understand the stages of development of the older child. At about the age of six, the developmental stages become more subtle and take on an intellectual aspect. Also, teens are still very close in their own development to these stages, and it may be difficult for them to understand the subtle nature of growth and development in children of school age and the middle years.

The role of the leaders/trainers, therefore, should be to give the teens some very basic information that will help them in planning and working with these older children. For example, we know that the six-year-old is in constant motion: jiggling, shoving, and pushing. Teens need to know that this is normal behavior for this group of children and not get hung up on trying to get them to sit or stand still.

Another thing that leaders need to constantly emphasize with the teens they are training to work with older children is that, in spite of the fact that we have information that gives us some idea of how children behave at a particular age, this information is only a guide. Each child grows and develops physically, emotionally, and intellectually at his/her own rate. The best use that can be made of any information on the ages and stages of the developmental process is to view this information as a guide to behavior and development. We must always be conscious of the fact that any youngster may

be at the beginning, middle, or end of any stage of development. Some youngsters are what we call early bloomers physically, emotionally and/or intellectually. That is, they may have reached a stage of emotional or physical development beyond their chronological years. For example, it is not unusual for a six-year-old to be as tall as a ten-year-old. When working with this child, we must bear in mind that he is six and not ten and not expect him to behave as though he were ten. Another example is an eight-year-old with an extensive vocabulary who is able to talk with adults as though she were twelve. In our relationship with this child, it is very important for us to remember that while she may be conversationally twelve, mentally, physically, and emotionally she is only eight.

We want teens working with these older children to remember to be sensitive and responsive to them, while at the same time to understand that the children they are working with can only do certain things or will respond in a particular way because of their age and the stage of development that they have reached. If they can keep this in mind, they will be in a better position to give youngsters the kind of support that they need to encourage individual growth and development.

Six-Year-Olds

General

Active, outgoing, self-centered; own activities take precedence over everything else.

In constant motion - jiggling, shoving, pushing, etc. Likes to roughhouse and may take things too far because they don't know when to stop.

Can play organized games with rules.

Strategy and foresight are not highly developed at the age of six.

Six-year-olds are clumsy and dawdle. For example, they may be slow at dressing to go to school or other places. On the other hand, they want things to do at once and gets upset when adults do not drop everything to do their bidding.

Self-Concept and Independence

Very self-centered. Want to be the center of everything and to be first and to win.

Assertive, bossy, and extremely sensitive to real or imagined slights.

As these children begin to differentiate their self-concept, they may put themselves into opposition with their mothers. They may at times call her names - stupid, idiot, I hate you, etc., and at other times say "I love you" and write her notes and make her presents.

Growing up may at times be a strain for six-year-olds and there may be a period of regression in which they engage in baby talk and even display babyish behavior.

Relating to Other Children

Six-year-olds often pair up and have best friends with whom they spend a good deal of time. Such pairs often seem to take pleasure in "keeping out" a third child who wants to join them.

Friendships are erratic and may change many times.

Lots of tattling and putting down of other children - "He's dumb."

Boys and girls occasionally play together at this age, but the movement toward same-sexed friends has already begun.

Games and Activities

Activities are physical and motor.

Poor at games requiring strategy and foresight like chess, checkers, tic-tac-toe.

Like making things, including cooking activities.

Seven Year Olds

General

Toward the beginning of the seventh year, children begin to assimilate the wealth of new experiences and information they learned in first grade when they were six.

Relatively quiet in comparison to their behavior at six because of the need to digest new information learned at six.

Seven appears to be a period when children need to assimilate and integrate the experiences with which they have been bombarded at an early age.

Reflectiveness and seriousness are attributable to the consolidation of reasoning abilities that were used at age six to acquire information.

Begin to sift and sort information into categories and relate the bits of information that has been acquired.

Can be moody and brooding and pensive and sad because the assimilation of knowledge is not always smooth.

Action has shifted, and now takes place internally rather than within a physical space.

Self Concept and Independence

This increased inwardness of seven-year-olds means also that they have an increased sense of self and a sensitivity to the reactions of others.

Sensitive about their bodies which they do not like to have exposed or touched.

Because body self and psychic self are so close at this stage, there is also great reluctance to expose the ego to failure and criticism. They often leave the scene rather than put themselves in a position where they might be the centers of attention subject to criticism or disapproval.

This sensitiveness is to what others do and say and not to what they think. Seven-year-olds cannot distinguish between what people say and do and what they are actually thinking. Thinking and doing are the same thing to seven-year-olds.

Relating to Other Children and Adults

Work in interpersonal relations.

Interested in being helpful.

Can take on tasks and responsibilities. When performing tasks, they are careful, persistent, and will demand guidance from adults as to "What do we do now?" "How do we do this?"

Can be polite and considerate toward adults.

Play well with other children and seem in control; while they are active and boisterous, they know when to stop before someone gets hurt.

Games and Activities

Enjoy solitary activities like reading and drawing,

Like building things but needs to know where things go, where they end, and how far they are expected to go on their own.

Eight-Year-Olds

General

Outgoing, curious, and extremely social and self-confident.

Judgmental and critical of self and others.

Concerned with the why of events.

Active and expansive, as they seek out new experiences.

Talk constantly and loves to gossip.

Self-Concept and Independence

Greater awareness of self

Able to judge and appraise themselves.

Concerned about how others feel about them.

Demanding in efforts to get information about himself.

Can work independently, but need directions.

Relating to Other Children and Adults

Mature in social relationships.

There is a noticeable separation between boys and girls, with boys playing at games that exclude girls.

Usually friendly and cooperative. They prefer mature jobs that resemble adult-like activities.

Relationships with friends are positive.

Friendships closer and very important.

With adults, more polite with strangers.

Able to hold a conversation with adults.

Games and Activities

Likes cooking and baking (both boys and girls).

Interested in foreign places and children from different times.

Like dramatic play where they take the role of characters they have read about, seen, or heard about.

When working with this group, remember that eight-year-olds are very social and like to be with peers. They gossip and talk constantly, passing notes from one to the other. This often gets out of hand when working with a group. In addition to their tendency to be judgmental, they also are critical of themselves. They evaluate and criticize themselves and know the number of the mistakes they have made. For example, many children who liked artwork at six or seven give it up at eight because they see the difference between what they are trying to draw and what they have actually drawn.

Nine-year-olds

General

Nine-year-olds show new maturity, self-confidence, and independence from adults.

Increase in the maturity and refinement of earlier behavior.

Judgmental tendencies are more discerning and objective. They can judge themselves, find they are lacking, but not feel guilty about it.

Self-Concept and Independence

Inner-directed and self-motivated. Show bursts of emotion and impatience, but the outbursts are less frequent and under greater self control. The inner-directed quality of their behavior allow them to engage in activities of their own choosing in which they can become terribly involved. If forced to interrupt their activity, they will usually come back to it on his own.

Relating to Other Children and Adults

In their relationships with both adults and peers, they exhibit a depth of consideration and a sense of fairness beyond what they were capable at a younger age. Just as they can accept their own failures and mistakes, they also can accept blame and take responsibility for their own actions.

Increased awareness of sex and sex-differentiated behaviors. Girls can become concerned about their clothing and appearance. They also take more interest in the "right fashion." For both boys and girls, friendships tend to be more solid, but they take an intense dislike of the opposite sex, preferring to be with children of their own age and sex. Both boys and girls may begin to form clubs around various activities. While their independence can at times be trying, nine-year-olds are often easier to work with than younger children who make great demands on adults.

Games and Activities

Materials and information attract the nine-year-old. So those planning activities for this group should think in terms of organized games or activities that can give them additional information such as baseball, football, and basketball. In addition, many children at this age have mastered basic reading and arithmetic and can use these skills in gaining information, solving problems, and in games and recreation.

Ten-year-olds

General

Ten-year-olds are at the high point of childhood. They have worked through the difficulty of home, school and community. These no longer hold the same problems and they can now take pride in their ability to fit in at home, at school, and at play with their peers. There can, on occasion, be outbursts of anger, depression, or sadness, but these outbursts or moods are short-lived and soon forgotten.

Girls are slightly more advanced sexually than boys and already there is some evidence of the rapid sprint to maturity that will make them taller and heavier than boys their own age in a couple of years. Their bodies are rounding out and there may be a softening of contours that will continue into adolescence. Some girls may even experience the first stages of breast development. They become concerned about their bodies and menstruation and about sexual activity in general. For boys, physical changes are less marked, so concern for the body and approaching physical maturity is much less noticeable.

Self-Concept and Independence

Much less interested in evaluating themselves, they accept themselves as they are without worrying too much about their strengths and weaknesses. They are basically self-accepting. They like their bodies, and like what they can do both athletically and academically. This self-acceptance is heightened by the acceptance accorded them by peers, families, and the school.

Relating to Other Children and Adults

Ten-year-olds like and enjoy their firends. Boys move more into loosely organized groups that are involved in sports. Within the groups, boys may have particular friends, but there is a lot of switching around. Girls usually move in smaller groups and are likely to form more intense friendships and have more serious "falling outs," being "mad" and "not playing" or "not speaking" to one another as a consequence.

Teachers and other adults who interact with this age group are liked if they are fair and not partial to particular children in the group. These adults also need to be firm but not strict. At this age, children like adult leaders to schedule activities and like to keep to the schedule.

Games and Activities

Like organized games and belonging to clubs and groups.

Like outings and trips

When working on a project may need to get up and move about

Eleven-Year-Olds

General

Growth pressures reassert themselves. There is an accelerated growth pace.

Activity level increases; has tremendous energy and appetite increases.

Tendency to forget manners, and to be loud, rude, boorish; may take unnecessary chances in being defiant of adult authority.

Quarrel a good deal with adults.

Lack emotional control. Can be cooperative and friendly with strangers. Need firmness but understanding from adults so they don't violate others.

Self-Concept and Independence

Can be belligerent because of high energy level which pushes them toward activities. This, in turn, makes them careless, leading to them to being yelled at and disciplined by adults.

Looking for new self-definition.

Confront others with criticism in an effort to get attention.

Can admit faults.

Differ with parents around careers, and they have dreams of being famous.

Boys highly specific in choices of careers.

Girls begin to think of husband, marriage and qualities they want in men.

Will challenge parents and other adults on child rearing practices.

Relating to Other Children and Adults

Boys have best friends and a group of other friends selected on basis of mutuality of interest and temperament.

Boys admit to being interested in opposite sex.

Girls also articulate interest in boys.

Boys show interest in girls by teasing, joking, showing off.

Like to quarrel with others, but doesn't like others to argue with them.

Can be cooperative, friendly, and pleasant with adults.

Need to be handled with understanding and firmness.

Games and Activities

Don't like to work with material that is complex, but like things that show off rote skills.

Have trouble understanding relationships and complex combinations of events.

Like competitive activities that show off skill.

Twelve-Year-Olds

General

Outgoing and enthusiastic.

Emotional extremes with strong likes and dislikes.

Uncomplicated.

Self-Concept and Independence

Know that they are no longer young children.

Attempt to find out who they are through friendship. This is their way of establishing the fact that they are liked.

Able to get outside of themselves and see their families objectively.

Less self-centered, but may be erratic, moving from mature to childish behavior.

Critical of appearance; difficulty accepting praise.

Friendships

Girls romantically interested in boys and will identify a boy as their boyfriend even when the boy knows nothing about their feelings.

Girls like being friendly with other girls and get along together.

They all want best friends but they all complain about their friends.

Boys are interested in girls, may have a girlfiend who doesn't know of it.

Boys have many male friends, although there is a constant shifting of these friendships. They are, however, usually friendly with someone most of the time.

Both relate well to adults - daughters worship fathers and feel very close to them.

They participate less in family activities. They are aware of parents' criticism and jokingly make criticisms of parents in return.

Competitive with parents in sports and intellectual games.

Will respond to a strong teacher/leader, but one who lacks skill will lose control of the group.

They have a hard time working together in groups because each one is interested in expressing his- or herself.

Games and Activities

Boys and girls are sports-minded and enjoy athletic games.

Caring and Other 4-H Programs

4-H Club leaders who are using the Caring materials as part of a club project or in working with a special interested group made up of 4-H'ers should think of using the teens' past experiences as 4-H members. These past experiences should be used as much as possible to broaden the Caring program itself and to give the teens the opportunity to share their skills and interest with young children. Some of the programs that would apply are:

Bicycle Safety Programs

Pet Care

4-H Woodworking Program

Discover the Zoo in Your Neighborhood

Leisure Education: The Expressive Arts/Cultural Heritage

4-H Photography Projects

Basic Food and Nutrition Projects for Youth Groups

Teens who have been involved in any of the above programs should be encouraged to teach and share them with the young children they are working with. Unit IV, Planning for Young Children, goes into detail about how to plan for young children.

Unit III, What Is a Child, as well as the supplemental materials on children six to twelve in the Appendix, gives detailed information on the kinds of activities that are appropriate for children at different age levels.

Special Projects

After the teens in your group have had some experience working in child care centers you might want to develop some other ways that they can work with children. Through these special projects, teens will have the opportunity to find additional uses for their new-found skills.

Listed below are some projects you might want to work on, and some things you need to consider when attempting to put them into place. These are only suggestions, I'm sure you and your group can come up with other projects or can think of variations the projects presented here that can be of use to your community.

I. Drop-In Centers

A drop-in center is a short-term child care center. Drop-in centers are usually located in central areas so that parents can drop off young children for an hour or two while they do other things. A good location for a drop center would be a downtown shopping area, a shopping mall, or space in the county Extension office.

A. How to get started

If you decide to locate the drop-in center in a mall or downtown shopping area you will have to make contact with the downtown merchants association or shopping mall associations and request their help in getting the project going. These associations will be helpful in obtaining a location for the center and may help by paying for the cost of the location if rent is charged. They may also help with the cost of insurance on the space. If a meeting room in the extension office is to be used, permission should be obtained from the board of directors of the county association.

When speaking with these groups about the center, the leader and two teens should have exact information for them:

1. When the drop-in center would be open including the time of year as well as the time of day. (The Christmas holiday season and Saturday mornings are good times, in addition to after school.)
2. The benefit to the businesses in the area. (People will stay in the area longer if they have a place to leave their children while they shop and do other errands.

Shopping is difficult for adults when they have to manage young children. The longer people stay in a shopping area, the more likely they are to spend money, especially around holiday seasons like Christmas.)

4. Details in how will the center be run. (Teens will care for the children under adult supervision.)

5. Insurance and rent. It may be possible to convince the merchants to provide the space for the drop center rent free. In addition the physical space where the children will be cared for must be covered by insurance and the merchants may help cover this expense. Most policies of this sort run under $100, which is not a large amount of money if divided among the merchants that occupy the mall or downtown area. Space used at the Extension office will also have to be insured (see detailed information below).

B. Once the drop-in center has a site, the leader and the teens will have to think about:

1. The age of the children who will be cared for at the center. (Children under two need special care and it is advisable not to accept them.)

2. The number of children who can be cared for in the center at any given time. (This will depend on the ratio of supervisors to teens and teens to young children, as well as space.)

3. The activities that are appropriate for the space that is available. (Running and jumping do not work well in small spaces where there are lots of children.)

4. The equipment, supplies, and furniture that will be needed and where they will come from.

5. Will parents be charged a fee, or will this be a service provided by the merchants association or Extension? (This is an item that leaders and teens can discuss with the association. If snacks are to be provided, how will they be paid for?)

6. Children should only be accepted for care if left by a parent, because of the necessity of having release forms signed.

C. In addition to the above items, information about the children will have to be obtained from the parents. For example:

1. No child should be forced to stay if they don't want to.

2. Parents should specify exactly when they expect to pick up their child. (Be sure they know when the center closes.)

3. An information sheet should be filled out for each child by the parent, and no child should be allowed to stay who does not have an information sheet and a release form. The information sheet should have the following information: (see page 97 for sample form). Child's name, address, telephone number, parent's name, when the child last ate, the area of the city, mall, or downtown the parent expects to be.

4. A name tag should be placed on each child with first and last name, address, and telephone number, and parents full name.

An additional resource that programs will find useful are materials that have been produced at Cornell University by Jenny Birckmayer, Senior Extension Associate. These include a slide set, a poster entitled "Learning Is", a fact sheet Found and Scrounged: Creating Environments for Young Children's Play and Instructions for Selected Items. Using these materials, it is possible for a group of teens, with supervision from an adult leader, to provide an indoor environment for young children using little or no money. In addition, these materials help teen caregivers to further expand their planning abilities that were developed in Unit V of the Caring program "Planning for Young Children." This material may be obtained from:

Audio Visual Resource Center
Building 8 Research Park
Cornell University
Ithaca, New York 14850

About the Site

I. Insurance

Both the physical space where the center is located and the caregivers have to be insured.

Programs done by Extension agents:

If a drop-in day care program is contemplated, there will be liability coverage for leaders and volunteers participating in the program. Because the liability rules consider day care similar in nature to camps, there will be an ADDITIONAL CHARGE to those associations conducting the activity. When planning this activity, agents must contact the Wood office in Ithaca, 607-273-3303, with the following information:

- square footage to be utilized
- average number of children anticipated

This will confirm your liability insurance for this program. Participants are not covered under any accident insurance policy. Special coverage should be investigated prior to

the start of a drop-in day care program.

Non-Extension agencies:

Other agencies setting up drop-in centers need to be sure that both the physical space of the center and the staff are covered in an insurance policy.

II. Facilities

There should be toilet facilities located on site if possible or very close by.

Exits are important because of safety. Two exits are desirable.

A location on the ground level is best. In case of fire or other emergency, it is easier to evacuate young children from a ground level location. In addition, stairwells can be dangerous for a child who wanders away from a caregiver.

INFORMATION SHEET

Sample

DATE _____

CHILD'S NAME _____ AGE _____

ADDRESS _____ TELEPHONE _____

PARENTS NAME _____

TIME CHILD LAST ATE _____

TIME PARENT WILL PICK UP CHILD _____

AREA PARENT WILL BE IN _____

WILL YOUR CHILD NEED TO SLEEP _____

RELEASE FORM

Sample

I will not hold _____ responsible for any injury that my child incurs while in the care of _____.

_____

Parent's signature

EMERGENCY MEDICAL RELEASE

Sample

If I cannot be reached in case of an emergency I give permission to the members of the staff of the _____ to secure emergency treatment for my child.

_____

Signature of Parent

II. Field Trips

During the summer months and school holidays when young children are out of school, parents are always looking for someone to care for their children. If they are working parents, they also are looking for child care during their working hours. Because of this need, it would be possible for some of your more enterprising older teens (16 to 19) to offer to take care of one or two children. One teen could take care of two young children or work with another teen and take care of four young children. Because they will not be working in a child care center, they will have to think of activities that they can do in the children's homes as well as outside of the home. Some ideas are presented below that the teens could use on the occasions when they are with children outside of the home. Because of the nature of the activities and the numbers of children involved, it is best for the teen to consider working with children in the four- to seven-year range.

A. A Trip to the Library

Taking up to four children to the library for story hour is a good way to keep children entertained. Many libraries have storytime hours and other activities for younger children. The teen could find out from the librarian when these activities take place and bring the children to the library at that time. After the activity, the teen could help older children to become library members and, with the librarian's help, select books that the teen and the child could take home. These books can be read by the youngster or the teen at a later time, perhaps on a rainy day, or they can be used by a parent for reading at bedtime. For younger children not yet able to read or join the library, it would be enough to help them select picture books or storybooks within their age and interest range that the teen could also read to them.

B. A Trip to the Museum

Many museums also have special events for younger children. Teens can find out when these events take place and arrange to take children in their care to see them.

At times when there is no special event going on, children may be taken to see one or two of the exhibits. When this is done, the teen should consider the age of the child and the child's interest. It is not a good idea to try to see the entire museum in one trip. It is better to pick one exhibit and spend time there. For example, an exhibit on animals of the forest, American Indians, or dinosaurs, gone through slowly, is far more interesting to a young child than being dragged through the entire museum in one day. A trip to the museum can be tied to a trip to the library. After taking children to see an exhibit on dinosaurs, for example, the teen could then take the youngsters on a trip to the library in search of books on dinosaurs.

C. A Trip to the Zoo

A trip to the zoo is always interesting for young children. The teen should be sure to spend as much time viewing different animals as a youngster wishes. Also, the teen should call all the animals by their correct names. Lions and tigers should not be referred to as big pussy cats or bears as teddy bears. In addition to wild animals, many zoos have pony rides, petting zoos, and other activities geared to the young child. Again, this activity can be tied into a trip to the library for a book about animals or a particular animal the child showed an interest in.

D. Other Kinds of Trips

Bus trips around the city, trips to a park for a picnic lunch, a special event like a puppet show or children's play also are activities that might be considered.

Things for the Teen to Remember

1. Plan your trip carefully. Consider:

   a. number of children
   b. the age of the children and the activity they will be taking part in -- is it age-appropriate?

   c. check with the museum, library, or zoo about their facilities:

1. Do they have special events, activities, or exhibits for young children?
2. What are restrooms like?
3. Are there places where snacks can be purchased?
4. Is there an admission fee?

2. Be sure to have the parent's consent before taking the children on any trip and give parents detailed information about the trip.

3. Take along a list of emergency telephone numbers of:

   a. The parents home and place of employment

   b. The child's pediatrician

   c. A relative or close friend of the family.

Cooperative Extension, the New York State College of Human Ecology, and the New York State College of Agriculture and Life Sciences, at Cornell University, Ithaca, N.Y., and the U.S. Department of Agriculture, cooperating. In furtherance of Acts of Congress May 8, June 30, 1914, and providing equal opportunities in employment and programs. Lucinda A Noble, Director.

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